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ABSTRACT

The Choctaw Adult Education Project is described in this annual report by the Mississippi Band of Choctaw Indians. The report presents the following: (1) Summary of Class Sites and Staffing; (2) Curriculum (basic literacy, health education, menu planning, budgeting, income tax preparation, food stamp program, nutrition, and the Tribal Constitution); (3) Field Trips (to Moundville, Alabama; the Jackson Zoo; shopping, fishing, and restaurants); (4) Graduation (13 General Educational Development, GED; 8 eight grade; and 29 driver education graduates); (5) Driver's Education (in 9 months, 75 people have been licensed and 20 have received driver's permits); (6) Publicity; (7) Dissemination (program and class reports printed in Choctaw Community News); (8) Evaluation (continued to include and informal, on-going evaluation of students and teachers and formal evaluation via Gray-Votaw Rogers nationally standardized test); (9) Paraprofessionals (emphasis on continued use and community involvement); (10) Summary of In-Service Workshops (on adult learners, food stamps, text evaluations, GED, reading, library book evaluations); (11) Conferences; and (12) Action on Recommendations (home-based instruction, improved transportation systems, physical facilities, summer scheduling, additional classes, a child care system, and evaluation). (JC)

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CHOCTAW ADULT EDUCATION

A 309(B) Demonstration Project

OEG-0-72-1435

FINAL REPORT

July 1, 1974 - June 30, 1975

Submitted To

U.S. Department of Health, Education and Welfare
Bureau of Adult, Vocational, and Technical Education

By The

Mississippi Band of Choctaw Indians
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RC008870

CLASS SITES AND STAFFING

New Classes

Due to requests by community leaders as well as potential students, a day class was opened in the Tucker community. Response to this new class was very good. Bogue Homa community, approximately one hundred miles from the center of tribal affairs, had requested for over a year that a class be opened. Due to a lack of teachers, a class was not begun until July 1, 1975, when sufficient teachers were employed. A certified teacher and a high school graduate from the Bogue Homa community were employed and a night class was initiated. Community response was excellent, with a first night enrollment of sixteen in a community with only 130 people. See attachment 1 for Choctaw Community News articles from various classes and new classes.

Home Based Instruction

Golden Acres, a rest home located in Philadelphia and run by Bureau of Indian Affairs Social Services, provides living accomodations for Choctaw adults with no place to live but who are independent enough not to require hospitalization. In response to a request for instruction for several of the residents, it was arranged for one teacher to spend one morning a week at Golden Acres teaching English conversation skills, basic reading and writing, and basic math skills.

In cooperation with Indian Health Services, a teacher traveled weekly to the Indian hospital to provide instruction for a diabetic who desired to take the General Educational Development (GED) test but was inadequately prepared.

Summary of Classes

Following is a list of classes by community, staff assignment and meeting places and times (including breaks and lunch). Monthly average attendance is found in attachment 2.

CLASS	TIME	DAY	STAFF ASSIGNED	MEETING PLACE
Bogue Chitto day	8:30-2:30	Thursday	7	Frame building; moved to facility building
Bogue Chitto night	6:00-9:00	Tuesday and Thursday	3	Frame building; moved to facility building
Bogue Homa night*	5:00-8:00	Wednesday and Thursday	2	Old frame school building
Conehatta day	8:30-3:00	Monday	4	Facility building
Conehatta night	6:30-9:30	Tuesday and Thursday	2	Facility building
Pearl River day	8:30-2:30	Wednesday	9	Facility building
Pearl River night	5:30-8:30	Tuesday and Thursday	3	Facility building
Red Water day	8:30-2:30	Thursday	5	Frame building
Red Water night	5:00-8:00	Monday and Tuesday	2	Frame building
Standing Pine night	7:30-8:30	Wednesday and Thursday	3	6th grade classroom
Tucker day	8:30-3:00	Monday	3	Church hall
Tucker night	5:30-8:30	Tuesday and Thursday	2	Church hall

CURRICULUM

The basic curriculum that was outlined in last year's report is still being used.

Students have continued to display high interest in studying a basic literacy curriculum, i.e. reading, math and English skills. This is due partly to the instilled notion that learning is found in books. The adult education staff is constantly involved in providing relevent, necessary education that is not necessarily found in a textbook. In one of the classes a nurse practitioner from the field clinic presented a series of lessons over a period of weeks dealing with high blood pressure, diabetes (which is very common here), treatment of wounds (including actual practice with splints), and basic first aid. One of the teachers finished presenting a series of lessons dealing with menu planning, food buying, and unit pricing, culminating in a trip to the grocery store for a mock food buying trip.

* Begun July 1, 1975

(This was reported in the previous final report in its beginning stages.) From an in-service workshop on budgeting came budget lessons for the classes presented by the teachers and paraprofessionals. Other lessons presented in all the classes included: instruction and assistance in income tax preparation; information about the food stamp program, which followed a workshop presented by the local welfare department; the four food groups and basic nutrition with food props, posters and handouts. See attachment 11 for articles from the Choctaw Community News describing workshops and micro consumer education lessons. Also, there was a lesson and question/answer session about the Tribal Constitution, including changes that had recently been made, the role of the Chief and council members, and the importance of voting in the up coming election for Chief and council members. Outlines for two of these lessons can be found in attachment 3 to serve as illustration of the types of things that are being done in this area.

The libraries have continued to grow at each classroom site to encourage more reading. There are now many various types and grade levels of books (see attachment 4): Indian history, novels, romance, mysteries, etc. The books are on a check-out loan basis. The teachers have used them to teach reading skills as well as reading appreciation. Also, students have discussed and recommended books to each other for reading enjoyment.

ACTIVITIES

Class Field Trips

A part of adult education is to provide varied experience and exposure. Field trips have been a major annual event in each class. Together the class decides where and when to go and the teacher facilitates making arrangements. One class made a quilt, raffled it and used the money to take a trip to Moundville, Alabama. Other trips included a visit to Jackson Zoo and shopping; a day fishing trip, culminating with a fish fry and carry in dinner; and a restaurant meal with emphasis on social graces. Each class was encouraged to earn the money for the trip to

provide experiences in handling money, planning together, and instilling a sense of unity and class pride: "This is our money for our trip." See attachment 5 for Choctaw Community News articles describing class trips.

Graduation

Graduation was held in May to honor 13 General Educational Development (GED) graduates, 8 eighth grade graduates and 29 driver's license achievers. See attachment 6 for Choctaw Community News articles about graduation exercises. Present to speak were Oliver Abrams, Office of Indian Education, Washington, D.C., Ted Freeman, Region IV Program Officer, HEW, Robert Benn, Choctaw Agency Superintendent, and Phillip Martin, Tribal Chairman. Junius Lewis, Choctaw Adult Education junior teacher I, was emcee, and other staff members presented the awards. Following the ceremony, refreshments were served and entertainment was provided by Choctaw fiddle and guitar players. The graduation was announced in adult education classes, over the local radio station, in the Choctaw Community News and other county newspapers, and through posters and fliers placed in the Choctaw communities and surrounding towns. Three hundred people attended the ceremony.

DRIVER'S EDUCATION

The strengthening of the driver's education component answered a community need that heretofore had largely been brushed aside due to lack of personnel and shortage of funds. Due to urgent requests that came more frequently for driver's education, Troy Chickaway became our driver's education specialist when he was promoted to the junior teacher II slot. He is carrying a minor in driver's education and is able to immediately apply learnings derived from his courses. He is rotating to all seven communities teaching bilingually from the rules book and teaching defensive driving to students who have already obtained a license. He is working with the Highway Safety Program's certified driver's instructor who will provide road instruction until Mr. Chickaway becomes certified.

A concentrated effort was made during the two week Christmas break to reach

all students needing to study, drive and take tests.

Within nine months of the inception of driver's classes (10/74-6/75), adult education aided seventy five people in receiving driver's licenses and twenty people in receiving permits in comparison with thirty seven people total in the two years past. See attachment 7 for articles describing driver's education.

PUBLICITY

The adult education booth at the annual Choctaw Indian Fair contained information about materials and curriculum in the classes and had many pictures of the students and the staff. It was occupied by staff members to provide information for fair-goers when they stopped at the booth with questions and comments. Brochures were distributed describing the classes, the staff and the schedule of classes (see attachment 8).

In spring 1975, an article was submitted to appear in the fall 1975 issue of the Mississippi Adult Education Association magazine describing the Choctaw Adult Education program. Also upon request, an article was submitted that dealt with the role of women in the adult education program to the International Women's Year/ Social Justice Committee, National Association for Public Continuing and Adult Education (NAPCAE). At the NAPCAE annual convention in November 1975 the Choctaw Adult Education program received a citation awarded by the International Women's Year/NAPCAE to only a select few adult education programs deemed to be outstanding programs due to the excellent performance and achievements of the program and the development of the staff. This was reported in both a comprehensive two-volume report by a former program director and in the article about the outstanding role of women.

DISSEMINATION

Reports about the program's progress were printed in the monthly Choctaw Community News, which is distributed and read in all of the Choctaw communities and throughout the United States. Also, in this paper are class reports that are written by both teachers and paraprofessionals. See attachments 1 and 13 for sample reports.

EVALUATION

Evaluation continued to be two-fold in nature: informally, as a on-going evaluation between students and teacher, and formally via the Gray-Votaw-Rogers nationally standardized test. Educational gains remained consistent with gains reported in the previous annual report. Although the GVR has been helpful in indicating readiness for the General Educational Development (GED) test, the need for a less culturally-biased test is becoming increasingly evident. As yet, a search for a suitable test has proven unsuccessful. See attachment 9 for a brief comparison study of the GVR and the GED test scores made by an adult education teacher for staff members. This has been used to advise students on their readiness to attempt the GED test.

PARAPROFESSIONAL COMPONENT

The paraprofessional component of the adult education program has remained one of the strong points. All paraprofessionals have developed a sense of responsibility for adult education classes as well as for college courses. There is an increasing exchange of ideas and methods among staff and an increasing awareness of teaching approach and personal relationship as the goal of professional status becomes more real. The career ladder outlined in last year's report is still effectively in use. Community involvement continues to be an important part of both paraprofessionals and teachers. Several junior teachers served as Parent Advisory Committee (PAC) members with the Tribal Headstart Program. Coaching ball teams, membership in Choctaw Jaycees, participation in community clubs and active membership in community churches enhances the outreach of the adult education program. See attachment 10 for summarizing staff status and the number of college credit hours earned via adult education.

IN-SERVICE EDUCATION

In-service training for the staff remains of critical importance. It is the role of the director to be available at all times to counsel with all staff members

and aid in implementation of principles of teaching adults. New, more effective methods of teaching skills are always sought after, and sharing of ideas and abilities between the staff is encouraged. Consultants have been used for formal, intensive staff training on a regular basis. See attachment 11 for articles describing workshops and micro-lessons stemming from workshops. Below is a summary of in-service workshops that have been helpful.

Adult Learner Workshop--January 1975
Dr. Richard Etheridge, Consultant, Mississippi State University, Starkville, Mississippi

I. Characteristics of the adult Learner

   A. Physiological characteristics of the adult learner

   B. Psychological characteristics of the adult learner

   C. Sociological characteristics of the adult learner

II. Teaching the adult

   A. Teaching methods

   B. Counseling methods

   C. Evaluation procedures

      1. Informal

      2. Formal

Food Stamp Workshop--February 1975
Welfare Department, Philadelphia, Mississippi

I. Who is eligible for food stamps?

II. What is the procedure for obtaining food stamps?

   A. Questions to ask for preliminary evaluation of eligibility

   B. Addresses of local food stamp offices to go to for interviews

Text Evaluation Workshop--March 1975
Adult Education Staff

The staff evaluated all classroom texts to include in a staff orientation packet. Ideas, uses and special likes and dislikes of the texts were shared. It was a short, comprehensive workshop that aided in informing the staff of the value

of material on hand. See attachment 12 for results of this workshop. These results were sent to the various publishers for their information.

GED Workshop--May 1975
Montgomery Moore, GED Tester, Philadelphia High School, Philadelphia, Mississippi

Teachers and paraprofessionals whose chief concern in the classes is GED preparation attended this insightful Saturday morning workshop. Actual GED tests were distributed and Mr. Moore explained the procedures he uses in administering the test, and problems testees often face. He also fielded questions from the teachers.

Language Experience Approach to Reading/Stages of Reading Workshop--June 1975
Adult Education Staff

I. Language experience approach to teaching reading

   A. Demonstration

   B. Philosophy

II. Stages of learning to read

   A. Prerequisites to reading

   B. Initial reading

   C. Structural analysis

   D. Context clues

This workshop was a follow up of a reading conference attended by a teacher in the adult education program.

Evaluation of Library Books Workshop--June 1975
Adult Education Staff

This short workshop was to familiarize all staff members with all the library books that are in the library thus far. Using the Fog Readability Index, the books were grade leveled. A list of the books with the grade level which was distributed to staff members to enable them to recommend books to students according to reading ability is included as attachment 4.

Also in the workshop, reports on books that have been read by various staff members were shared and recommendations were made.

Conferences

The adult education staff attended the Mississippi Adult Education Association Conference in Jackson, Mississippi. The reports on adult education programs throughout the state and the speaker provided an enlightening and broadening experience.

One of the teachers whose strongest area is reading attended a Right-to-Read conference at the New England Center for Continuing Education in Durham, New Hampshire in April 1975. The conference covered such topics as diagnosis and placement of beginning students, teaching methods, materials that are available, and evaluation methods. The forms of presentation were various: lectures, slides and cassette, demonstration, panel discussion with question/answer, and reports of reading programs in various existing programs. The teacher followed up in June 1975 with a reading workshop for the staff to share what she had learned.

In March 1975, the program director attended a three-day Proposal-Writing Conference presented by the University of Maryland upon recommendation of the Tribal Chairman. It was helpful in giving a comprehensive overview of the relationship between the funding agency and the primary sponsor as well as the fundamentals of proposal writing. The first day concerned research sources and the remaining two days dealt with proposal writing. Lectures, actual writing practice and question/answer periods comprised the format of the conference.

ACTION ON RECOMMENDATIONS/FURTHER RECOMMENDATIONS

As per recommendations that were made in the previous annual report the following actions have been taken:

Home-Based Instruction

Home-based instruction has begun slowly. As reported earlier in this report, there is a teacher working in a home site to teach English conversation skills, reading and writing, and math skills. Schedules continue to be rugged for the entire staff and no teacher (other than the one mentioned above) or paraprofessional has

a block of time large enough to travel to a home, teach, return and make lesson plans, and follow up on requests and needs of the student. It is recommended to continue to explore home-based instruction and develop it more fully as monies for additional staff become available.

Improvement of Transportation System

Funds to purchase vans were not appropriated in the approved FY '74 and FY '75 budgets. Bureau of Indian Affairs, Community Health Service and Headstart vehicles are still used to provide transportation to and from classes. There continues to be a need for two vans to be used because other program buses are unavailable during the day for field trips and trips to take drivers examinations, to the hospital, and to the GED test site.

Physical Facilities

Progress for a classroom with adequate lighting, adult size tables and chairs, and storage space in each community continues to be made. The Bogue Chitto class moved to their own classroom in the new community facility building within the last year. Requests for space in another remaining facility building yet to be built have been made and granted. This building will not be finished for two to three years. Other classes are still meeting in a church hall, a school classroom and old tribal facilities. There is a long way to go before satisfactory conditions are found for all the classes.

Summer Scheduling

Classes were cancelled for three weeks during the month of August.* This provided a needed break for the adults from the regular class schedule; and teachers and paraprofessionals had a solid block of time to prepare instructional materials,

*Although this break occured in FY '76, plans were made months ahead of this. Classes were oriented toward this break and the whole staff was able to be more enthusiastic during the summer months as they looked forward to this break.

catch up on records and attend a three-day workshop conducted by the Bilingual Education program in preparation for teaching of reading and writing Choctaw in the adult classes. Many staff members took much needed one or two week vacations that were virtually prohibited with teaching responsibilities. Since the cancellation of classes coincided with the break between college semesters, the break was enhanced for the paraprofessionals. It is recommended that this scheduled break in August be continued.

Additional Classes

A day class opened in the Tucker community after the addition of a staff member was made and office hours of other staff were rescheduled. The class meets in the same classroom that the night class uses. Also, in July, 1975, a night class began in the Bogue Homa community after three long years of requesting and waiting. This class, located approximately one hundred miles from the tribal operation center meets in the community center two successive nights a week. The community has shown much enthusiasm and there is a great potential that is already making itself known. Nanih Waiya, Mashulaville and Crystal Ridge, off-reservation communities, continue to request adult education services. Crystal Ridge Community Church has offered facilities, bus service and volunteer teacher aides if adult education can supply a teacher and materials. It is recommended that opening this class becomes a high priority.

Child Care System

There is a great need of sitters for children of students attending the night classes. A wife of one of the teachers has been volunteering her time and keeps between 5 and 15 children occupied while their parents study. The Manpower program has provided sitters in various instances but often these women prefer to attend class. Many potential students have remarked that they are unable to attend because they have no place to leave the children but do not wish to bring them to class. It is again recommended that adult education be allowed to employ one woman from each

community on a part-time basis specifically for child-care purposes.

Evaluation

There has been an ongoing search for new tests--both for initial placement and for individual gains. It is recommended that (1) this search be continued until a proper measurement instrument is found and/or (2) monies are made available for the adult education department at Mississippi State University to develop an instrument specifically for Choctaw Adult Education. The latter recommendation is to be preferred as it has been found that most nationally standardized tests are too culturally-biased to be truly effective.

ATTACHMENTS

ATTACHMENT 1 - Classes/New Classes, Articles from the Choctaw Community News 9/27/74, 10/31/74, 5/31/75, 9/27/75

TUCKER CLASS
Deborah Kirk

Classes at Tucker have been well attended this fall even though the community has experienced sadness in two deaths.

We are just finishing our testing. Wilbert Smith, a recent addition to the class, has just completed his test and so has Leslie Steve. Kate Billie is almost through. The rest of the class is finished and they are back in their workbooks.

Mary Chickaway and Kate Billie have been working in fractions and they have greatly improved. Annie Clemons is making good progress in multiplication.

Addie Jean McMillan is planning to take the G.E.D. test within the next few weeks. She is doing extra work with math in preparation for the test. We wish her luck!

Joe McMillan is doing very well with subtraction. Also, he has a new English book and reading book in which he is just beginning to work.

Willie Thompson is working hard in his language book and he is doing well in math. He is beginning work with fractions.

William Davis is doing a good job in his language books, especially in comprehension exercises. He also has a new reading book. In math he is working in division and doing a good job.

Jean Tubby is moving ahead in her English book. She is doing well in her work with fractions.

We've missed Roy Steve during the past month but we're very happy at the prospect of his returning to class.

Mary Agnes Smith has been sick with a cold. We hope that she soon begins to feel better!

Willis Tullos is coming out every Thursday evening to teach a class in Driver's Education. Kate Billie, Leslie Steve, Addie McMillan, Mary Chickaway, Annie Clemons and Jean Tubby are all working towards getting their driver's licenses. The group not only works hard but seems to really enjoy their time together.

We have been especially happy with the presence of Barbara Butler, hostess at the Mennonite Volunteer Service Unit near Pearl River. She is babysitting and not only are the parents enjoying the extra quiet but the children are having a good time.

BOGUE HOMA
Anne Birky

The Bogue Homa class is a really fine class. Attendance has been good, although I would like to see more people come. We have been meeting since the first of July and have already made tangible progress in studies. Olen Thomas has almost mastered fractions.

Martha Lewis is reading and writing in her reading book well, and Zona Thomas is learning about a more technical side of reading. Vena Solomon is doing very well in her spelling and math books, and Ode Nickey is pushing right through her language book. Andrew Thomas is working on decimals to aid him in the auto mechanics course he is enrolled in at Jones Junior College.

Dorothy Thomas is helping me immensely as the class aide and community laision. Also, I couldn't do without Estelle Thomas, who opens her home for me to sleep Wednesday night and eat on Thursday. She's a great person to talk to as well as a great cook! John Mingo has agreed to host Mike when he travels down to Bogue Homa to assume teaching duties.

BOGUE CHITTO NIGHT CLASS
BETH HENRY

This class is proud to announce the recent successful completion of the GED exam by former student Darry Henry. Due to his achievement he is now able to participate in a medical training program at Meridian. Congratulations, Darry!

During Debbie Beechy's absence, I am glad to be able to substitute for her. The Bogue Chitto night class is a cohesive unit, serious about working, and agreeable to be with.

Jannie Bell has recently returned to class and with her determination will soon be taking the GED. Louise Dixon is progressing well in Algebra and practicing her reading skills in a health text. Mr. Frazier, Mr. Joe and Mr. Bell have transferred from the day class. They continue to show progress in their books.

CONEHATTA DAY CLASS
By Anne Birky

We still have a really fine class at Conehatta on Mondays. We just rearranged the groups a little bit, have finished giving the tests to everyone and I urge everyone to keep coming with enthusiasm to study and learn. The results of the tests were encouraging--people did a good job. Hope to see the same good progress as classes continue.

We want to welcome Laura Hernandez and Mary Lou Farmer to our class.

Also, Annie Ruth Briscoe and Idalene Solomon took their GED tests on October 17 and 18--we're still waiting for the results and are hopeful that they passed. They have both been hard-working, faithful students. Idalene usually came during the daytime and to the evening classes and the hard work will pay off.

I want to encourage anyone who would like to get their GED to come to class, study for it and then go and take it like Annie Ruth and Idalene. You'll see good results if you apply yourself and really work at it.

RED WATER NIGHT CLASS, RED WATER DAY CLASS, STANDING PINE NIGHT CLASS
Mary Farmer

The Red Water day class has grown so large--3 students--we have divided into day and night classes. Everyone is "Suffering" through the heat presently but we hear that Mr. Bate and Mr. Smith are working to get us an air conditioner. Hurry! Thank you! We appreciate their concern for our comfort.

Standing Pine class is also big but we would like to GROW. If you are interested please join us on Wednesday and Thursday night at 5:00. We are also looking for a cooler place to have classes!

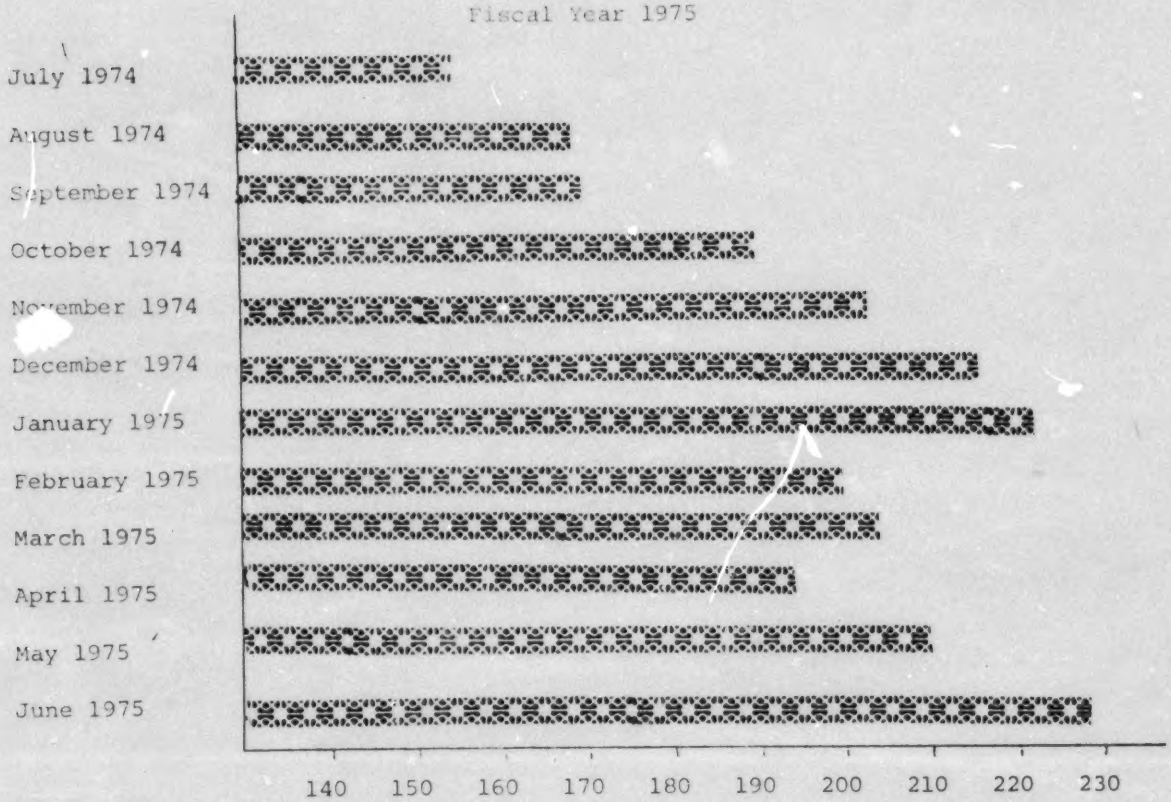
We are planning several activities such as cook-outs, ice cream parties, watermelon parties and maybe a fish fry party.

Attendance has been very good so far and we hope everyone will continue to come.

ATTACHMENT 2

MONTHLY AVERAGE ATTENDANCE

Fiscal Year 1975



ATTACHMENT 3 - Two Consumer Education Lesson Outlines

CHOCTAW TRIBAL GOVERNMENT

I. The revised constitution
   A. The way the constitution was before the passage of the referendum
   B. The way it is now*

II. Council Members
   A. The role of council members
   B. Terms of office*

III. Tribal Chief
   A. The role of tribal chief
   B. Term of office*

IV. Standing Committees
   A. Personnel Policies Review Board
   B. Committee on Financial and Governmental Affairs
   C. Committee on Health Services and Community Development
   D. Committee on Economic and Resource Development

V. Election
   A. Election day
   B. Why should tribal members vote?
   C. Registration to vote
   D. What are voting procedures?

FOOD BUYING

I. Introduction

II. Units

   A. How to Cut Costs

   B. Unit Pricing

   C. Grocery Store Visit

III. Evaluation of Units

* Visuals were used to make the changes clearer.

ATTACHMENT 4

GRADE LEVEL OF LIBRARY BOOKS
September 15, 1975

4.0 Medicine Man's Last Stand

4.1 Eagle Feather

4.6 The Indians Knew

4.9 Sitting Bull

5.0-14.0 The Way (several stories - an Anthology of Literature)

5.1 Overdrive

5.2 False Treaty

5.3 Susan

5.3 Jim Thorpe

5.5 Griese/Csonka: The Miami Dolphins

5.8 Maria Tailchief

6.0 How to be a Good Baseball Player

6.0 Slave Girl

6.1 The Pearl

6.3 Silent Message

6.5 Rattlesnake

6.6 Grizzley Bear

6.7 Second String Hero

6.8 Crazylegs Merrill

6.8 The Family Nobody Wanted

6.9 Mountain Lion

6.9 Flight to Afghanistan

7.0 Night Pursuit

7.0 Split Bamboo

7.2 Flare Pass

7.2 If You Lived With the Sioux Indians

7.3 Strange Unsolved Mysteries

7.5 Wolves

7.7 Defenders

7.7 Love is Never Enough

8.0 Copper Sunrise

8.0 Red Shadows

8.2 Jinnie and the Mystery House

8.4 American Indians in America Volume I

8.4 Marine at War

8.5 Ramona

8.8 Jenny Kimura

8.8 Touch the Earth

8.8 Stories of the North

9.0 Eight Tales of Terror

9.1 Pretty Shield

9.2 Ishi

9.3 Pro Quarterback

9.3 I Never Promised You a Rose Garden

9.4 Time Machine

9.7 American Indians in America Volume II

9.8 The Road to Wounded Knee

10.7 Broken Hoop

11.4 Look to the Mountain

12.1 Who's The Savage?

13.0 Removal of the Choctaw

13.6 Don Quixote

14.0-5.0 The Way (several stories - an Anthology of Literature)

15.0 A Family Failing

15.1 War of the Worlds

16.1 Dispossessing of the American Indian

WELL, FOLKS, HERE IT IS - the quilt that we've been working on in the Conehatta night class since September. Pictured behind the quilt are Ruby Lee Thomas, Meriva Williamson, Laura Henandez, Mallie Smith and Mary Lou Farmer. Wanda Anderson, Sherry Charlie, Ruby Thomas [teacher] and Carol Isaac did a lot of work on the quilt but aren't pictured. We are selling tickets for a drawing. If you think you would like to win this lovely quilt, contact any of the class members who are selling the tickets for 35 cents apiece.

BOGUE CHITTO DAY CLASS
Anne Birky

We took our class trip to Burnside Park where we had a fish fry on Thursday, May 22. It has become traditional in the ABE program for each class to take a class trip to change the pace of the class a bit, to allow the students and teachers to interact outside of a classroom situation and to broaden interests and experiences. My experiences were broadened at the fish fry when I learned to clean fish!

Some of the students were out fishing as early as 4:00 a.m. There was more than enough fish to eat and it was delicious! Bessie Jim brought and prepared hominy and the rest of the women fried the fish, hush puppies and chicken over the fire. All who attended, fishermen and non-fishermen, cooks and non-cooks, were responsible to bring a covered dish. I had my fill; I trust that all others had plenty to eat too. I am already looking forward to next years fish fry.

GED grads, voter education in Adult Education spotlight

Last week, McKinley (Doc) Jim became the forty-fourth person to earn a high school diploma through Choctaw Adult Education since the program began here two years ago. He is also the oldest adult student to graduate from the program.

Mr. Jim began attending the Pearl River day class when it opened in late 1972. According to him, he had completed years' formal schooling before beginning adult education classes. After studying for nearly a year, he received an eighth grade equivalency certificate in graduation ceremonies and now is scheduled to receive his high school diploma in the next graduation, planned for early spring.

In addition to Mr. Jim, seven more adults completed the GED successfully and received high school certification: Linwood Dixon, Patricia Mitch, Emilee Denson, Gladys John, Idalene Solomon, R.B. Sam, and Sammy Bell. Other adults who completed and passed parts of the examination are Addie McMillan, Barbara Willis, Fannie Billie, Selma Denson, Janie Bell, Dennis Jim and Lilly Billie. These students anticipate taking the remainder of the tests in late December or early January. Reaching this objective required a great deal of determination and committment from the adult students, all of whom deserve recognition for their efforts.

Adults 18 and over who have not completed high school are urged to enroll in and begin pre-GED preparatory studies in one of the ten adult education classes currently operating at Choctaw. For more information, one may call the adult education office at 656-5251, extension 32 or 78 or he may contact an adult education staff member in his home community.

DRIVER EDUCATION

Six adults from Conehatta who have been studying with Troy Chickaway, and five adults from Tucker, who have been in class with driver education instructor Willis Tullos, passed the written driver's examination and received driver's permits during October: Kate Billie, Laura Hernandez, Meriva Anderson Williamson, Mallie Smith, Addie McMillan, Idalene Solomon, Sherry Charlie, Wanda Anderson, Jean Tubby, Annie Clemons, and Mary Chickaway. These students have begun driving instruction in preparation for the road test.

The driver education car finally arrived and is now being utilized in the communities. An intensive driver education program is planned for Conehatta, Tucker, Pearl River and Bogue Chitto during the two holiday weeks, December 23-January 4. Willis Tullos will be in the communities according to the following schedule all day on the designated day beginning at 8:30 a.m.:

Monday, December 23 and December 30--Conehatta.

Tuesday, December 24 and December 31--Tucker.

Thursday, December 26 and January 2 -- Bogue Chitto.

Friday, December 27 and January 4--Pearl River.

Students should meet at the adult education classroom in each of the communities with the exception of Pearl River. Pearl River's class will be held at the driver education classroom at Choctaw Central High School.

After the holidays, similar classes will be planned for the remaining communities of Standing Pine and Red Water.

VOTER EDUCATION

The primary focus in the classes this month has been on informing the adults of the basic changes in the tribal constitution as well as on creating an awareness of the importance of registering and voting. A staff member in each class has been responsible for explaining the proposed constitutional changes in his class.

Members of the Conehatta and Bogue Chitto night class and their teachers attended a meeting at Pearl River where they heard Tribal Chairman Phillip Martin, Agency Superintendent Robert Benn and several tribal councilmembers describe the constitution and procedures for registration. Donna Farmer, in the Pearl River classes, discussed the election with the students in that community. Conehatta students heard councilmembers from their community and Tucker

students attended a meeti
with their tribal coun
representatives and Cha
man Martin to discuss t
issue. Similiar sessions o
cured in other adult classe

In addition to providi
information about the ele
tion, the staff members,
cooperation with the Bure
of Indian Affairs, have a
registered voters in each
the communities.

Adult Ed. to hold graduation

by Ruby Thomas

The Choctaw Adult Education staff is pleased to announce Graduation exercises which will be held Friday, April 25, 1975, at 7:00 P.M. in the Pearl River Facility Building. The graduation is to honor all those who passed the G.E.D. during the past year, as well as those receiving their 8th grade certificates, driver's licenses, driver's permits, and perfect attendance. This event will feature as speakers Dr. William Dermert, Deputy Commissioner of Indian Education from Washington, D.C.; Ted Freeman, Regional Program Officer of Region IV; Jimmy Lee Gibson, Choctaw Central High School Principal; Robert Benn, Choctaw Agency Superintendent; and Phillip Martin, Tribal Chairman. In addition to the speakers, we will be entertained by the Bogue Chitto dancers, the Warrior Band, and R.G. Willis and Karl Willis playing the guitar and fiddle. Refreshments will be served. Everyone is invited to come!!

ATTACHMENT 7 - Driver's Education, Article from the Choctaw Community News 6/27/75

Adult Education

By Beth Henry, Director

DRIVER'S EDUCATION

Significant achievement in the driver's program is being recorded during the month of June due to the efforts of instructor Willis Tullos. Whereas before only part-time efforts were possible and only a limited number of classes were reached, currently every community is being serviced each week under the full-time driver's education program. Due to this major thrust, 37 adults received their driver's permit this month and will shortly be taking the road test in order to receive a Mississippi license. These individuals are: from Bogue Chitto, Rosie W. Thompson, Erskin Dixon and Janmie Bell; from Conehatta, Lou Jane Sam; from Pearl River, Ralston Chapman, Selina Waiter, Corina Hall, Roger Hall, Christine Hickman, Geraldine Isaac, Lucille Thomas, Zora Mae Comby, Ann Tubby and Betty Thomas; from Red Water, Ellen Billie, Neonie Billie, Mabel Billy, Maggie Allen, Mary Rose Tubby, Randall Tubby, Austin Tubby and Abby Morris; from Standing Pine, Arlie Dee York, Roger Gibson, Merdis Denson, Annie Sue Lewis, Willie Willis, Bema York, Claude Jim, Carmen Jefferson, Fannie Sue Johnson, Presley Lewis, Fannie Billy, Zola Chitto, Linda Rose Williams, Emilee Denson and Larry Lewis.

Mr. Tullos has attained an outstanding record this year while administering the driver's classes: teaching the students, preparing lessons, arranging exams, transporting students, coordinating classes, and throughout granting students' needs top priority. Mr. Tullos is resigning his position as of July 3, 1975. The adult education program would like to take this opportunity to express our appreciation to Mr. Tullos for his enthusiastic and dedicated service to the Tribe as driver's instructor in the adult education program.

ATTACHMENT 8

—THE STUDENTS AND GRADUATION—

Choctaw adult education began classes in September, 1972, with classes held in four communities for 100 people. Now, two and a half years later, over 300 adults are enrolled in 12 classes held in the seven Choctaw communities.

* Fifty adults have received their high school diploma. Of these, 25 have gone to college and 20 have received job promotions.
* Fifty-four adults have received eighth grade equivalency certificates.
* One hundred ten have received driver's licenses.

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MISSISSIPPI BAND OF CHOCTAW INDIANS

ROUTE 7, BOX 21

PHILADELPHIA, MISSISSIPPI

601/656-5251

CALVIN ISAAC, TRIBAL CHIEF

—THE SCHEDULE—

Community	Time and Place
Pearl River	5:30 — 8:30 p.m. Monday and Wednesday Facility Building
	8:30 a.m. — 3:00 p.m. Wednesday Facility Building
Bogue Chitto	6:30 — 9:30 p.m. Tuesday and Thursday Facility Building
	8:30 a.m. — 3:00 p.m. Thursday Facility Building
Tucker	5:30 — 8:30 p.m. Tuesday and Thursday Church Hall — Holy Rosary Mission
	8:30 a.m. — 3:00 p.m. Monday Church Hall
Red Water	5:30 — 8:30 p.m. Monday and Tuesday Old Frame Building
	8:30 a.m. — 3:00 p.m. Thursday Old Frame Building
Standing Pine	5:00 — 8:00 p.m. Wednesday and Thursday Standing Pine School
Conehatta	6:30 — 9:30 p.m. Tuesday and Thursday Facility Building
	8:30 a.m. — 3:00 p.m. Monday Facility Building
Bogue Homa	6:30 — 9:30 p.m.

LEARNING

a life long process at Choctaw . . .

CHOCTAW ADULT EDUCATION

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—THE CLASSES—

Choctaw Adult Education classes are for anyone, regardless of his age. In the classes, each student is taught individually by the teacher. At other times, a group of students may gather together to study one subject together.

Adults who come to the classes may study whatever they are interested in. Each person is able to study any or all of the subjects listed below:

—CURRICULUM—

Beginning reading and arithmetic.

Nutrition education — — which foods are best, how to plan good meals, how to prepare new foods.

Consumer education — — how to obtain credit, how to buy a used car, how to buy insurance, how to shop for food.

Legal education — — citizens' rights, what to do when arrested, understanding contracts.

Health education — — how to prevent illness, the importance of going to the doctor, the importance of following medical directions, how to treat simple wounds.

GED preparatory — — literature, science, social studies, mathematics.

Driver education — — driver's permit and driver's license.

Citizenship education — — study of the organization of the Choctaw tribal government and its function.

Bilingual education — — literacy in the Choctaw language.

—RECREATION AND SPECIAL INTEREST—

Field trips are a part of the adult education program. Some of the places the classes have visited include Jackson and Meridian, Moundville, Alabama and other areas of interest.

The classes also have parties and pot luck suppers on a regular basis. During the summer, many of the classes have all-day fishing trips and fish-fries. At Christmas, each class holds a large Christmas party for the students and their families.

Twice each year, graduation is held to honor those students who received their GED, the eighth grade diploma, or a driver's license. Buses bring adults from each community and entertainment follows the graduation ceremony.

Needlework such as crocheting, quilting and beadwork have been taught in the classes. When students are interested in learning a craft, arrangements are made to bring a special teacher in.

—THE STAFF—

Debbie Beechy, teacher; Sandy Bell, aide; Mary Sue Bell, part-time aide; Anne Birky, teacher; Troy Chickaway, junior teacher; Len Denson, part-time aide; Donna Farmer, junior teacher; Mary Farmer, teacher; Beth Henry, director; Debbie Kirk, teacher; Junius Lewis, junior teacher; Mary Liechty, teacher; Juanita McMillan, part-time aide; Carol Moore, office manager; Mary Agnes Smith, aide; Ruby Thomas, junior teacher; Benford Tubby, junior teacher; Shirley Willis, aide; Sammie Wilson, Jr., aide.

ATTACHMENT 9 - Gray-Votaw-Rogers General Achievement Test - General Educational Development (GED) Test Comparison

MISSISSIPPI BAND OF CHOCTAW INDIANS

TRIBAL OFFICE BLDG
ROUTE 7, BOX 21
PHILADELPHIA, MISS. 39350
TELEPHONE (601) 656-5251

June 13, 1975

MEMORANDUM

TO: Adult Education Staff Members

FROM: Anne Birky, ABE Teacher

SUBJECT: General Achievement Test Scores vs GED Test

Here are the results of a quick survey I made to compare the GED scores with the achievement tests we give in our classes. All but two of the tests were the advanced test, form A, B, or D. The two students who took intermediate tests passed the GED test and I can't compare them right now as to differences in the grading scale. I would advise you to give the advanced test to students up to six months before they plan to take the GED but not to everyone in the GED group just because it is more convenient. Use the advanced test as a measurement for the GED.

These are the scores that the student should have on each test before he takes the GED.

Language	7.9
Spelling	8.3
Vocabulary	7.7
Reading	8.5
Math Reasoning	9.5
Math Computation	8.2
Overall grade level	8.4

If you have any questions or comments please let me hear from you.

ATTACHMENT 10 - Summary of College Semester Hours Earned via Adult Education

Following is a table of college course hours earned by individual adult education staff members and their current position which is updated from the previous annual report. All paraprofessionals are currently enrolled in 6-9 hours of college courses.

NAME	HOURS EARNED VIA ADULT EDUCATION	STAFF STATUS
Mary Sue Bell	--	Part-time teaching assistant
Sandy Bell	47	Teaching assistant
Billy Chickaway	82	Assistant director resigned, now Continuing Education counselor; continued with college coursework
Troy Chickaway	84	Junior teacher II
Lena Denson	--*	Teaching assistant
Donna Farmer	88	Junior teacher II
Junius Lewis	43	Junior teacher I
Juanita McMillan	--**	Teaching assistant
Donna Morris	64	Junior teacher II resigned, now full-time student at Mississippi State University
Mary Agnes Smith	31	Teaching assistant
Dorothy Thomas	--	Part-time teaching assistant
Ruby Thomas	41	Teaching assistant promoted to junior teacher I July 1, 1975
Benford Tubby	75	Junior teacher II
Shirley Willis	36	Teaching assistant
Sammie Wilson, Jr.	39	Teaching assistant

* hired January 13, 1975 part-time, became full-time July 28, 1975

** hired January 5, 1975 part-time, became full-time September 1, 1975

ATTACHMENT 11 - Workshops and Micro Lessons, Articles from the Choctaw Community News 1/30/75, 3/28/75

Money Management in Adult Ed.

By Beth Henry

Adult Education has consistantly sought, not only to provide students with traditional knowledge found in text books, but also with coping-skills necessary in the daily lives of the students. In accord with this goal, a day-long workshop on money management was held Thursday, January 16, 1975, at Pearl River. This workshop was planned and presented by Carol Moore, office manager and finance specialist in the program. The lessons developed and presented by Ms. Moore included not only the traditional lecture method, but also role-playing, group discussions, quizzes. The workshop was attended by the entire adult education staff as well as Lucy Isaac and Judy McMillan (Home Extension), Lynn Keeley (HS/PCDP), Bernice Williams (Director of Housing), and Mary Jane Allen (Follow Through). Ben Harrison dropped in to take pictures. We appreciate his time.

The subject areas studied today included Consumer Credit, Budgeting Money, Savings, Insurance, and Income Tax. The unit on consumer credit reviewed the different types of credit and where to get them, the importance of reading and agreeing with credit contracts, the characteristics of good and bad credit risks, the dollar cost of credit, and how to get out of debt. The discussion on budgeting included goal setting, record keeping and budget evaluation. The savings section of the money management series introduced the participants to the various services offered by a bank. The insurance section included information on personal, car, and home insurances and the values therein. Procedures in filing tax forms were directly exemplified through the completion of 2 sample income tax short forms.

The purpose of this workshop was to present the lessons to the AE staff in order that they in turn may relate this information to the adult students. Due to the present economic condition of inflation (recession) and job instability coupled with rising prices, it is urgent that this information be disseminated in all communities. It is hoped that the other programs which were represented today will be able to find an equally valid use for the information presented in the workshop. We were most happy they arranged their schedules in order to attend.

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Carol Moore, workshop coordinator, reviews an income tax form with Donna Farmer and Troy Chickaway.

MICRO-LESSONS

There is currently a nation-wide recognition among adult educators of the need to make the objectives of ABE and GED instruction relevant to the immediate needs of participants and conducive to the establishment of the individual's independence in the economic and social spheres of existence. In the March issue of **Adult Education** the importance of health education, consumer education, and "coping" skills in the curriculum is emphasized as a means to this end. In the Choctaw Adult Education Program Ms. Anne Birky is currently presenting just such lessons in the day and night classes in all communities. Throughout the month of March she is scheduled to present a 1-hour lesson on the Four Food Groups. The adult teacher in your community will be announcing the date scheduled for Ms. Birky's presentation in your class. Future lessons will include: "Special Diets," "Tribal Government" "The Food Dollar", and "Community Services" Ms. Ruby Thomas, teacher aide from Conehatta, will be assisting Ms. Birky in preparing the lessons and in ensuring their relevance to the Choctaw culture. Ruby has had previous experience in the field of nutrition and has demonstrated an interest in the development of this component of the program. If you, as a participant in the adult program or as a community member would like to see a certain subject area treated in these lessons, do not hesitate to inform your teacher or call 656-5251 extension 32. Your input will be valuable.

ATTACHMENT 12

GRADE LEVEL OF ADULT EDUCATION TEXTS
June 18, 1975

TITLE	GRADE LEVEL	COMMENTS (0 worthless-5 excellent)
SUPPLEMENTARY MATERIAL		
New Streamlined English Series - Laubach - New Readers Press		
1. Martha Mushroom*	Beginning	
2. In The Valley	2.5	4-well correlated, good practice
3. City Living - Reader 2	___	
4. New Ways - Reader 3	3.3	
5. People and Places - Reader 4	3.9	
6. Open Doors - Reader 5	4.3	
7. Claiming a Right - Ringstad	4.4	
Dixon English Series		
1. Elementary Reader in English	3.8	4-interesting stories, good exercises
2. Easy Reading Selections in English	5.7	4-good exercises
3. Modern Short Stories in English	8.5	3-possible group activities
New Streamlined English Series - Laubach (New Readers Press)		
1. Cars, Cars, Cars	2.3	4-well correlated
2. Pattern Practices* (language book) accompanies skill book 1	___	2-oral conversations
3. More Cars, Cars accompanies skill book 2	2.6	
4. More Money accompanies skill book 2	___	
5. Money Spent accompanies skill book 2 (sequel to More Money)	3.6	
Be Informed Series:		
Unit 1: Personal Credit	4.7	5-extra reading and/or discussion basic level, relevant subject matter
Unit 2: Buying an Auto	5.9	
Unit 3: Owning an Auto	5.2	
Unit 7: Finding a Job	4.5	
Unit 13: Using Measurements	6.3	
Unit 14: Wise Buying	5.0	
Unit 18: Nutrition	4.6	
HANDWRITING		
Steck-Vaughn		
1. Imaginary Line	Book 1	2-limited value, lack of space, writing practice in Laubach sufficient
2. Imaginary Line	Book 2	
3. Imaginary Line (Beginning Cursive)	Book 1	

* new

TITLE	GRADE LEVEL	COMMENTS
READING		
Steck-Vaughn Company		
1. Adult Reader - revised	3.9	2.5
2. Basic Reading* Book 1	4.6	5-good for pre-GED, excellent reading skills
3. Basic Reading* Book 2	5.3	
LANGUAGE		
Steck-Vaughn Company		
1. Language Exercises - yellow book	1.8	4-good supplementary practice
2. Language Exercises - purple book	2.9	
3. Language Exercises - silver book	3.9	
4. Language Exercises - blue book	4.9	
5. Language Exercises - red book	5.7	
6. Language Exercises - green book	6.4	
7. Language Exercises - gold book	7.9	
Linguistic Approach - Steck-Vaughn		
1. Today's Language - star book	6.3	4
2. Today's Language - anchor book	7.5	2-complicated instructions
3. Today's Language - triangle book	8.7	2-complicated instructions
		Similar material, different style
A Course in Controlled Composition Anase Tales	6.5	3-programmed, repetitious, good reading
Steck-Vaughn		
1. Learning Our Language Book 1	6.0	4-good for pre-GED
2. Learning Our Language Book 2	7.0	
Steck-Vaughn		
1. Working with Words	2.6	2.5
2. Working with Word Patterns	4.7	2.5
Harcourt, Brace and World		
1. English Lessons for Adults Book 1	1.9	3-ok
2. English Lessons for Adults Book 2	2.4	
3. English Lessons for Adults Book 3	4.4	
New Streamlined English Series - Laubach - New Readers Press		
1. Skill Book 1	2.1	Consonants
2. Skill Book 2	2.5	Short Vowels
3. Skill Book 3	3.4	Starts long vowels & structural analysis
4. Skill Book 4	4.9	Irregularities in vowels
5. Skill Book 5	5.2	Irregularities in consonants
		5-all are comprehensive: phonics, reading, writing, comprehension, good subject matter
Steck-Vaughn		
1. English Essentials - A Refresher Course	7.0	3-a refresher only

* new

TITLE	GRADE LEVEL	COMMENTS
Adult Basic Education Series - Cambridge Book Company		
1. Language Arts - Reading 1	1.6	1
2. Language Arts - Reading 2	5.2	1
VOCABULARY AND SPELLING		
Steck-Vaughn		
1. Gateways to Spelling	5.6	4-vocabulary practice
Cambridge Book Company		
1. Spelling	8.6	4-good organization of skills important for GED
McGraw-Hill		
1. Vocabulary 1	5.6	3-difficult words, not essential, possible spelling practice
2. Vocabulary 2	6.0	
3. Vocabulary 3	6.9	
4. Vocabulary 4	7.5	
5. Vocabulary 5	8.4	
Cambridge Book Company		
1. Increase Your Vocabulary Book 2	12.0	1
SCIENCE		
Steck-Vaughn (Varnado)		
1. Basic Science for Living Book 1	7.0	4-enjoyed by students, vocabulary practice, wide subject-matter exposure
2. Basic Science for Living Book 2	8.1	
GEOGRAPHY		
Man and His World Series		
1. Lands Overseas	6.7	5-good reading practice, enjoyed by students, exercises and illustrations helpful
2. Communities Abroad	6.7	
3. The Americas	7.3	
SOCIAL STUDIES		
New Reader Press		
1. Government by the People Part 1	5.3	5-concise, relevant, good reading practice
2. The People's Power Part 2	___	
MATHEMATICS		
Steck-Vaughn Company		
1. Steps to Mathematics Book 1		4-simple +, -, x, ÷ (x & ÷ introduced without satisfactory instruction)
2. Steps to Mathematics Book 2		4-carrying, borrowing, poor organization, good practice

TITLE	GRADE LEVEL	COMMENTS
Steck-Vaughn		
1. Basic Essentials of Mathematics	Part 1	5-inadequate work space, good variety, ample practice
2. Basic Essentials of Mathematics - Revised	Part 1	
3. Basic Essentials of Mathematics	Part 2	5-essential for GED, wide variety, insufficient practice in some areas
4. Basic Essentials of Mathematics - Revised	Part 2	
Steck-Vaughn		
1. Algebra	Book 1	5-good practice, frequent review, organization not always sequential, important for GED
Steck-Vaughn		
1. Practice For Modern Mathematics	Book 1	3-deals with concepts valuable only with individuals able to learn conceptually, bilingualism required
2. Practice For Modern Mathematics	Book 2	
3. Practice For Modern Mathematics	Book 3	
4. Practice For Modern Mathematics	Book 4	
5. Practice For Modern Mathematics	Book 5	
6. Practice For Modern Mathematics	Book 6	
7. Practice For Modern Mathematics	Book 7	
8. Practice For Modern Mathematics	Book 8	
HEALTH		
Family Development Series		
1. Health, Safety and Sanitation	3.4	2-no exercises, ample reading
2. Understanding Yourself	6.5	5-very interesting subject
3. Buying Guides	7.0	3-good resource, out dated values possible group discussion
Steck-Vaughn		
1. Healthful Living, Revised	9.0	5-interesting, informative exercises
Regent Publishing Company		
1. The Food We Eat (Reading Improvement Text)	3.3	4-good, informative
READING FOR LIVING		
New Readers Press		
1. How to Read Signs	3.7	3-supplemental only
2. How to Use the Dictionary and Other Reference Books	6.7	3-has possibilities
3. How to Read Maps	7.6	4-good for individual or group activity, interesting & relevant subject matter, some exercises
PRE-GED SERIES		
Cambridge Book Company		
1. Introduction to Arithmetic		5-precedes Basic Essentials of Math 1 presentation more simple & basic than Basic Ess. 1, insufficient practice
2. Introduction to English (Level Star & Learning our Language 1)	6.9	5-excellent, essential for GED, can be followed by Refresher & then Cambridge
3. Introduction to Reading (Level Star & Learning our Language 1)	9.7	5- excellent, essential for GED, good skills

TITLE	GRADE LEVEL	COMMENTS
GED SERIES		
Cambridge Book Company		
1. General Mathematical Ability	___	4-no work space, geometry section good
2. Correctiveness and Effectiveness of Expression	9.9	4-some unnecessary material (ex: pronunciation) extremely difficult, sufficient practice, diagnostic test helpful, ≅ GED
3. Interpretation of Literary Materials	10.7	
4. Interpretation of Reading Materials in the Natural Sciences	12.1	4-not essential, good practice
5. Interpretation of Reading Material in the Social Studies	12.9	
Steck-Vaughn - General Education Series		
1. General Mathematics	___	3-not enough practice, no explanation, useful as supplementary, or review but not instruction
2. Literary Materials	8.5	
3. English	8.5	
4. Natural Science	9.1	
5. Social Studies	11.2	

Adult Education reaches many

By Beth Henry

On April 25, 1975, the Choctaw Adult Education program held graduation ceremonies to honor thirteen adults receiving high school equivalency diplomas (GED's) in the last year, eight adults receiving eighth grade awards, 65 adults receiving perfect attendance certificates, and 29 adults receiving driver's license certificates. This ceremony evidenced the significant achievements being accomplished by the Choctaw Adult Education program. Whereas, nationally only two percent of those adults who are over 16 years old and without a high school diploma are serviced by adult education programs, 15 percent of the Choctaw adults without a high school diploma are attending classes. This represents over seven times the national average and reflects the importance given by the Choctaw people to education as well as the success of this program. Ten percent of those Choctaws who have a high school degree today received it through the adult classes. In order that the other programs in Mississippi might benefit from the experience of this program, a brief description of its objectives, philosophy, design, and actualization follows.

The dual function of the adult education program is:

(a) To provide the adult students with the requisite coping skills and self-confidence which will allow them to evolve to their maximum potential as self-actualizing individuals and contributing community members.

(b) To provide a career ladder based on experience and education which will promote the professional development of the 12 Choctaw teacher-aides employed in the program.

These objectives are in congruence with the tribal philosophy on Self-Determination which is defined by the Choctaw tribal government as follows: "Reservation development is most likely to be positive and lasting from the standpoint of the Indian people when it results from action by Indians for Indians, supported by technical and financial assistance which is answerable directly to the Indian tribal government which initiates such action."

In meeting the first objective, the Choctaw Adult Education program offers a varied curriculum in the classes. This includes basic reading and arithmetic instruction, nutrition education, health education, driver education, citizenship education and GED preparatory education. Bilingual education will be added to the curriculum beginning July 1, 1975. This involves literacy education in the Choctaw language. The teacher or paraprofessional assigned to the participant is responsible for informing the adult of these options, assisting him in establishing individual objectives (long and short term), and acting as a resource person and change agent in the individual's effort to meet his objectives and evaluate his progress. The instruction is provided on an individual basis, with group activities occurring only as the individuals attain the adequate self-confidence prerequisite to such interaction. Seventy percent of the female population and fifty percent of the male population indicated a preference for this type of instruction. Ninety eight percent of the female and seventy percent of the male participants prefer using workbooks the teacher checks rather than teacher-made lessons or programmed texts. This allows needed interaction between teacher and student as well as immediate feed-back due to the maximum student teacher ratio of 6:1.

The career ladder consists of the positions of aide, junior teacher I, junior teacher II, and teacher. Promotion to junior teacher I occurs at the completion of 32 semester hours of college coursework and 1 ½ years' work experience, to junior teacher II at the completion of 56-60 semester hours and 1½ to 2½ years' work experience, and to teacher at the completion of a BS/BA degree and teacher certification. The training and development of Choctaw leaders from within the communities is essential to the tribal realization of "Self-Determination." The current status of the 19 Adult Education staff members is as follows:

Teachers	5
Jr. Teachers II	3
Jr. Teachers I	2
Aides	4
Part-time aides	3
Office Manager	1
Director	1

All of the paraprofessionals are enrolled in a college program leading to a teaching certificate and a BA or BS.

The overall structure of the program includes 12 classes (five day classes six hours each and 7 night classes two evenings at three hours/night) established in 7 communities with an active enrollment of 300 adults. At least one certified teacher and one Choctaw paraprofessional ar employed in each class. Th responsibilities of the tea cher include jointly settin individual and class objec tives for each center an assisting in the ensuin evaluation, supervising an training paraprofessional at each center while workin with them to meet progra objectives, developin instructional material an teaching in the classes adapting the instruction t the background, interest and level of each student coordinating class activitie with other programs, an maintaining positive com munity relations.

The responsibilities of th paraprofessional consists o developing short and lon term objectives with th student, developing an utilizing the needed instruc tional material to meet thes objectives, assisting th student in self-evaluatio providing bilingual instruc tion where needed, and par ticipating in community ac tivities as well as main taining community support.

The distinction betwee teacher and paraprofes sional is purposefull blurred in the classroom They work as a team each one supporting the other a they strive to meet th educational and persona needs of the adult students In this manner the pro fessional development of th Choctaw aide is greatl facilitated, and the cohe siveness of the staff i enhanced. The program a well as the participant benefit from this unity an resultant multiplication o services.

The work schedule of th paraprofessionals is gruel ing. They are employed in full-time job which include much night work and trave

continued next page

Adult Education on the move

by Nell Rogers

on difficult roads; they attend 9-12 hours college courses; they have family and community responsibilities. In spite of this, their development and growth as responsible teachers has been very positive, their success in the college courses has been exemplary, and their communities have benefited from their participation in many developmental activities.

Since its inception in July, 1972, 50 adults have received GED through the Choctaw Adult Education program. More important to this, however, over 50 percent of those individuals are now enrolled in college courses and 60 percent of those adults received promotions or secured better jobs. The twelve teaching paraprofessionals have earned a total of 453 semester hours applicable to a BS/BA degree while assuming an ever increasing degree of teaching responsibilities in the program.

The most significant results have been in those areas which cannot be quantified involving the circumstances of the participants' daily lives; the development of self-pride due to educational success of the individual, as well as the development of tribal pride due to the performance of Choctaw individuals in roles of leadership in the classes and in the communities; the evolving of purposive individuals assuming an active role in their environment due to awareness resulting from coping-skills instruction; and the benefit of the tribe as a whole due to the evolution of the participants and the paraprofessionals towards self-directing, self-actualizing tribal members.

As families at Choctaw are expending greater portions of their income on food, interest in maximizing the food dollar has increased in the adult education classes and the students there are learning how to spend the food dollar wisely.

A series of lessons on comparative shopping and unit pricing developed by Beth Henry concluded with a visit to grocery stores of the adults' choice with the purpose of comparing prices. Upon their return, the adults were asked to evaluate the series; the responses have been uniformly enthusiastic with many adults noting that for the first time they are not only comparing prices of similiar items but are also comparing prices of similiar items when purchased at different stores.

Members of the staff as well as students in each class were used extensively in the planning, execution, and evaluation of these lessons; and efforts are currently being made to coordinate these activities with other programs operating at Choctaw.

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During October a record number of adult education students--24--took the GED test. Test scores were not available by the Community News' publication deadline, but it is anticipated that many of those tested passed the entire test or portions of it (some individuals were only being tested on certain parts of the test.) A note of appreciation should be made here to Anne Birky, ABE teacher who coordinated the GED testing and assisted in transporting students to the test site and home again.

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Attendance and enrollment continue to climb in all the classes, making the past two months very good ones indeed in terms of community/student interest. Enrollment figures for the past attendance period follow: Pearl River night class--4; Red Water day class--1; Standing Pine night class--3; Bogue Chitto night class--7; Conehatta day class--2; Bogue Chitto day class--4;Conehatta night class--4; Tucker night class--3; and Pearl River day class--10. All the AE staff members are to be commended for the very excellent work they are doing in each of the community centers; their visitation in the community as well as their careful planning of meaningful learning experiences for their students has resulted in interested students who are making maximum gains toward reaching their objectives.

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Mid-year testing was completed and the test scores show significant gains by a majority of the adults attending classes. Many of the students have gained as much as 2.5-3.5 grade levels in the past six months. BIA's plant maintenance supervisor, Vernon Dinnen, indicates that the adult education classroom and community meeting center at Redwater is nearing completion. The students and teachers there are eager to move into the newly paneled and carpeted meeting room which will certainly be more conducive to studying than the quarters they previously occupied. Following this move, the class at Redwater will host an open house for the community and for other interested people. Notification of this event will be made via community outreach personnel.

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Driver education instruction has begun in two of the adult classes, Tucker evening and Pearl River day, with the first group of students scheduled to take the written examination in late November. As only part-time instruction is available, the classes will begin later in the other communities. Interested persons should continue to notify the adult education teacher in their community or the adult education office at Pearl River, telephone 656-5251, Ex. 32 or 78. A list of prospective students is kept on file and these individuals will be contacted when classes begin in their community. In the Conehatta community, however, Troy Chickaway is providing driver instruction in the written examination at the Conehatta night class; adults there may want to enroll in this class now.

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Sammy Wilson, Jr., teacher at Standing Pine, Redwater, and Pearl River, was seriously injured in an automobile accident several weeks ago and has been away from his classes. His students are looking forward to his returning to work with them.

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Wednesday, November 20, has been set as an in-service training meeting for adult education staff members; as a result, no classes will be held that day. The evening classes will be held, though.

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A number of fiction and non-fiction, varied interest books have been purchased by adult education for use by adults enrolled in the classes and other community members as well. The books will be available for a check-out period of two weeks, with options for renewal.

A few of the books, whose titles are listed below, are already available in some of the classes. The remaining books are still being catalogued and will be out in the centers soon. For information, contact the teachers at the community center. The books are the following:

The False Treaty; The Defenders; Award Winning Quilts; Flight to Afghanistan; Night Pursuit; The Silent Message; Crazylegs Merrill; Flare Pass; Second String Hero; Backboard Scrambler; Stop That Pass; The Jack Rabbit; The Western Diamond Back Rattlesnake; The Grizzly Bear; Wolves; The Mountain Lion; Sitting Bull; Great Sioux Chief; Jim Thorpe; Maria Tallchief; Broken Hoop; Red Shadows; The American Indian in America, parts I and II; The Removal of the Choctaw Indians; The Way; An Anthology of American Indian Literature, Dispossessing the American Indian; Who's the Savage; Ishi; Look to the Mountain Top.

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Both Thursday day and evening classes will be canceled November 7 to allow staff and students to attend the PHS hospital dedication. Adult education staff, under the direction of Carol Moore and Anne Birky, will decorate the Community Center for the occasion.